DOCUMENT RESUME

ED 415 241 TM 027 885

AUTHOR Tymms, Peter
TITLE The Value Added National Project. Technical Report: Primary 4. Value-Added Key Stage 1 to Key Stage 2.
INSTITUTION Durham Univ. (England). Curriculum, Evaluation, and Management Centre.
SPONS AGENCY School Curriculum and Assessment Authority, Hayes (England).
REPORT NO COM/97/847
ISBN ISBN-1-85838-252-1
PUB DATE 1997-00-00
NOTE 28p.
AVAILABLE FROM SCAA Publications, P.O. Box 235, Hayes, Middlesex UB3 1 HF, England (4 pounds); phone: 0181-867-3299.
PUB TYPE Books (010) -- Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Academic Achievement; *Educational Assessment; Elementary Education; *Elementary School Curriculum; Evaluation Methods; *Evaluation Utilization; Foreign Countries; Least Squares Statistics; *National Programs; Scores; Sex Differences; Tables (Data); Test Results
IDENTIFIERS England; *Value Added

ABSTRACT

This is the fourth in a series of technical reports that have dealt with issues surrounding the possibility of national value-added systems for primary schools in England. The main focus has been on the relative progress made by students between the ends of Key Stage 1 (KS1) and Key Stage 2 (KS2). The analysis has indicated that the strength of correlations between KS1 and KS2 assessment results confirms that KS1 results can provide a satisfactory basis for value-added calculations. Only cohorts of 30 or more students could provide reliable value-added figures, and this figure applies to students whose results can be matched between the ends of the two Key Stages. Many variables other than KS1 results have been found to be statistically significantly related to value-added scores, but all, which are in a sense included in the KS1 measures, add only a small amount to value-added calculations at the pupil level. In a national system these variables could become more important when the composition of a school included a high proportion of students belonging to one group. Several datasets showed evidence of gender effects varying across schools, but it was not possible to identify particular schools as being associated with a differential effect in any statistically secure fashion. It is also noted that the stability of the value-added scores over 2 years was so low that it raises serious questions about the fairness of national value-added scores being made available publicly for the KS1 to KS2 period. Ordinary least squares procedures were found to have an important role in value-added systems. (Contains 9 figures and 29 tables.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****